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ABSTRACT

This curriculum guide contains 11 units for a secondary consumer and homemaking education course in parenting. Unit titles include (1) The Individual, (2) The Family, (3) The Parent, (4) Family Planning, (5) Pregnancy, (6) Childbirth, (7) Care of Mother and Baby, (8) Adjustment of the New Family, (9) Developmental Stages of Children, (10) Guiding Children's Behavior, and (11) The Needs of Exceptional Children. Each unit is organized around a broad goal and a number of more specific sub-goals related to a single topic covered in the unit. A five-column format is used to present content, student objectives, teacher/learner activities, method of evaluation, and teaching/learning aids. Content information, student objectives, and learning activities are suggestions only. The "Method of Evaluation" column is left blank, so that the teacher can choose the technique most appropriate for the learning activity chosen. An appendix contains Guidelines to Insure Sex Fairness in Education Division Communications and Products. (YLB)

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PARENTING

A Curriculum Guide

for

Consumer and Homemaking Education

Prepared for the

Alaska State Department of Education

By

The Northern Institute

for

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INTRODUCTION TO THE USE OF THE GUIDE

In this guide, GOALS, CONTENT, STUDENT OBJECTIVES, TEACHER/LEARNER ACTIVITIES, METHOD OF EVALUATION and TEACHING/LEARNING AIDS are presented to aid the teacher in curriculum planning. In relation to each unit a broad goal is presented followed by a more specific sub-goal related to a single topic covered in the unit. This organization provides the teacher with a quick overview of the curriculum unit. Following the overview, a five column format is used to present CONTENT, STUDENT OBJECTIVES, TEACHER/LEARNER ACTIVITIES, METHOD OF EVALUATION and TEACHING/LEARNING AIDS. The content information, student objectives and learning activities listed are suggestions only. The teacher will identify others that are relevant to the time, place and needs of her/his own students. The "Method of Evaluation" column was purposely left blank as it was felt that any number of evaluation techniques could be used including tests, quizzes, surveys, charts, written and oral reports, bulletin boards, interviews, case studies, role playing, etc., and that the teacher should choose that technique most appropriate for any given learning activity and then write this in the space provided. Lists of references and teaching aids are also included for each teaching unit. However, the lists are by no means comprehensive and can help guide the teacher in finding other relevant and/or available resources.

Every effort has been made to insure that this curriculum guide is sex fair. The teacher is encouraged to read explanatory information concerning the requirements and guidelines for sex fairness in Appendix B of this guide and to utilize this information in using the guide and in selecting additional activities and materials.

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THE INDIVIDUAL

The Individual - Part I

GOAL: The students will become aware of their attributes and how these attributes contribute to their self-concept.

SUB-GOAL: The student will distinguish between a positive and negative self-concept and will recognize those factors leading to a more positive self-concept.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Self-concept is one's feelings about self.	Become aware of his/her self-concept.	As a class, develop a bulletin board entitled "Who Am I?"		
		Read assigned references having to do with self-awareness.		Paolucci, Personal Perspectives. Sasse, Person to Person.
Self-esteem is the value people place on themselves and their behavior, whether they rate themselves as good or bad.		Define terms relating to individuals as prospective parents. 1) self-esteem 2) self-concept 3) positive self-concept 4) negative self-concept 5) awareness 6) maturity 7) basic needs 8) values		Felker, Helping Children to Like Themselves.
		View filmstrip, "Why Am I Afraid to Tell You Who I Am?" Discuss content as it relates to self-concept.		Argus Communications.
		Discuss how family size and birth order influence one's self-concept.		
		Have students describe in a paragraph those characteristics that they have inherited and acquired from their parents. Do these characteristics make them feel good or bad about themselves?		
The way one feels about himself/herself influences the way he/she acts towards others, as well as the way others react to him/her.		Put together a list of adjectives that are descriptive of young people. Include both positive and negative characteristics. Give each of the students this list and have them circle 12 words they feel are most descriptive of themselves. Then have them exchange papers with a partner. Each partner then circles the 12 words she/he feels is most descriptive of that person. Have each student compare his/her responses with those of his/her partner. Which list was more positive? Why?		

The Individual - Part I

GOAL : The students will become aware of their attributes and how these attributes contribute to their self-concept.

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CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Every person can do some things well. A positive self-concept is developed when one feels he/she can succeed at something.	Recognize their own self-worth.	Have each student list ten things they do well. Have them give these lists to a friend and one of their parents, having each individual add to the list. Create a "lifeline" on which each student lists those accomplishments she/he has done in the last ten years that she/he is proud of. Each student is to explain her/his lifeline to the rest of the class. Display lifelines in classroom for a week.		
A positive self-concept is developed when individuals satisfy their psychological needs.	Relate needs and satisfaction of these needs to a person's self-concept.	Discuss how one's needs for belonging and esteem influence whether one's self-concept is positive or negative. View filmstrip, "The Adolescent Experience: Shaping Identity." Complete sentence stems such as "I am someone who...", "I feel best about myself when...", "I need friends who..", "I feel excited when..." Make a list of influences that could affect a person's self concept.		Landis, Personal Adjustment, Marriage, and Family Living. Sasse, Person to Person, Ch. 3. Guidance Associates.
Self-concept influences one's view of the future, and his/her ability to make decisions.	Relate self-concept to a person's outlook on life.	For each of the situations below, have students write up the reaction of both a person with a positive self-concept and one with a negative self-concept: 1) Sam tried out for a play and is waiting for the verdict. 2) While shopping, Joe accidentally broke some glassware. 3) Tom got to school late and also found he had a large spot on his shirt. 4) Linda ordered a hamburger and it was cold when it was served. 5) Ann has a chance to take advanced placement math. 6) Sue was leaving the library and the electronic sensing device beeped.		

THE FAMILY

The Family - Part II

G O A L : The students will recognize the importance of the family and its changing role in society.

S U B - G O A L : The student will be able to analyze the family as it is affected by changes in our society and by the differences in family types.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Traditional families				
The family has been defined as one or more persons who may or may not live together, but who are related by marriage, birth, adoption and/or by common goals. The traditional family may be defined as one which is interdependent, closely knit and rigidly controlled by the father. Variations of the traditional family include the nuclear family and extended family. The structure of the family is continually changing.	Define the meaning of family. Distinguish between nuclear and extended families.	Read references to discover the meaning of family. Define the meaning of family. Prepare a bulletin board, "What is a Family?" Discuss the history of the family and how it is changing as society changes. Define nuclear and extended families. Compare "today's" nuclear families with "yesterday's" extended families. How has this change in family structure affected the elderly in our society?		Westlake, Relationships. Eshleman, The Family: An Introduction. Landis, Personal Adjustment, Marriage, and Family Living. Sasse, Person to Person, Ch.12. Salk, Preparing for Parenthood. Saxton, The Individual Marriage and the Family. Weitzman and Gross, The Human Experience.
Nontraditional families				
The nontraditional family may be defined as one which encourages independence and democratic control.	List and define five family types.	Prepare a lecture on five different types of families considered nontraditional. 1) single parent family 2) communal family 3) blended family 4) childless family 5) foster-parent family Discuss the effects of various kinds of family types on family members. Compare advantages nad disadvantages of each family type in regards to the future of the family. Compare the structure of the traditional family with structure of the nontraditional family type.		Lasch, Haven in a Heartless World. Westlake, Relationships. Sasse, Person to Person, Ch.12.

The Family - Part II

G O A L : The students will recognize the importance of the family and its changing role in society.

S U B - G O A L : The student will be able to analyze the family as it is affected by changes in our society and by the differences in family types.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		Review case studies to determine how different family types have influenced the raising of children.		Bowman and Spanier, Modern Marriage.
		View the filmstrip, "The Future of the Family," Part I.		Guidance Associates
Changing family functions				
The functions of the family are different today than in the past as a result of many historical and sociological factors.	Determine those influences bringing about changes in family functions.	Set up buzz groups to discuss the following topics and how each has brought about a change in family functions: 1) technological change 2) sex roles 3) family mobility 4) overpopulation 5) urban living 6) suburban environment 7) teenage marriage 8) attitudes toward religion 9) emphasis on youth 10) working mothers 11) day care - preschool - nursery school		Klemer and Smith, Teaching About Family Relationships. Goldstein, Family - Social Issues.
	List and describe family functions that are changing.	Have students brainstorm to compile a list of functions that have changed in the family from the past to the present. Make sure their list includes: 1) education, 2) importance in carrying on the family name, 3) economy, 4) sex roles, 5) father's protection of the family, 6) children's protection of parents in old age, 7) recreation, 8) religion, 9) provision for affection.		
Future of the family				
As the family continues to change, future family life may be quite different than family life today.		View the filmstrip, "The Future of the Family," Part II.		Guidance Associates
		Discuss the advantages and disadvantages of communal living and its effect on the role of the family in the future.		

The Family - Part II

G O A L : The students will recognize the importance of the family and its changing role in society.

S U B - G O A L : The student will be able to analyze the family as it is affected by changes in our society and by the differences in family types.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
The family of the future is changing in many ways.	Predict the future of the family.	Have students write an essay describing a family in the year 2001. Have them describe changes and the reasons for the changes. Discuss the ways families have been portrayed in futuristic films. Do students feel these are an accurate picture of families to come? Why or why not? Will families no longer exist as they do now in the coming century? Discuss implications of the following trends for the future of the family: 1) family size is shrinking 2) more couples are choosing not to have children 3) individuals are postponing marriage until later in their lives 4) living together before marriage is becoming an accepted norm 5) cohabitation with no intention to ever marry is increasing 6) single parent families are increasing 7) a higher rate of divorce and remarriage exists today		

THE PARENT

G O A L : The student will understand those factors relating to the decision to become a parent and the resulting effect on one's life that parenthood brings.

S U B - G O A L : The student will analyze the factors which influence the decision to become a parent.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
It is important for one to analyze why she/he may or may not want children.	Analyze reasons for having children and for not having children.	Have students brainstorm reasons people have children; reasons people don't have children. Have them also interview religious, medical and couselling personnel to find out reasons people have or do not have children. Invite a panel to discuss positive and negative aspects of various reasons people have children; some of the possible effects these reasons for having children can have on the individual, on the spouse, and/or on the child(ren).		Westlake, Relationships. Westlake and Westbrook, Children. Material from local March of Dimes Chapter. Family Planning pamphlets. Local medical, religious and counselling personnel Parents in the community.
		Assign short stories or case-studies for students to analyze in terms of the reasons the individual(s) involved are having children; are not having children (or have not had children; do not plan to ever have children).		Teacher made case studies or stories from current periodicals. Whelan, A Baby? Maybe. Heilman, "We're not Having Children," Family Circle, June 1974.
		Have students interview 3 couples with children and 3 couples who do not plan to have children. Summarize findings and discuss in class as to why these couples chose to have children or not.		Gordon and Wollin, Parenting - A Guide for Young People.
		Debate whether or not to have children in a marriage.		Questions and Answers: Optional Parenthood Today, National Organization for Nonparents.
		View and discuss filmstrip, "What are Parents for Anyway?"		Guidance Associates.
It is important for potential parents to be aware of their attitudes and expectations of parenthood.	Become aware of his/her attitudes and expectations toward children and parenthood.	Have students complete a True/False pretest to identify their attitudes toward children and parenthood. A list of possible statements are: 1) Rearing children is fun! 2) Children are sweet and cute. 3) Children will turn out well if they have good parents.		

The Parent - Part III - Section A

G O A L : The student will understand those factors relating to the decision to become a parent and the resulting effect on one's life that parenthood brings.

S U B - G O A L : The student will analyze the factors which influence the decision to become a parent.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
It is important for potential parents to be aware of their attitudes and expectations of parenthood.	Become aware of his/her attitudes and expectations toward children and parenthood.	4) Girls are easier to rear than boys. 5) Child rearing is easier today due to the conveniences of disposable diapers, modern medicine and child psychiatry, etc. 6) Parents of today are not as good as those of yesterday. 7) Children today really appreciate all the advantages their parents are able to give them. 8) The hard work of rearing children is justified by the fact that we are going to make a better world. 9) Children will not get into trouble if they have been told the facts of life. 10) There are no bad children - only bad parents. 11) All married couples should have children. 12) Children improve a marriage. 13) Parenthood receives top priority in our society. 14) Two parents are necessary to rear children successfully. 15) Parents are mature and grown up. Complete a series of open-ended statements such as: A good mother will always..., Being a father involves..., If I had a child I would..., etc. Discuss students' feelings in class. Visit a play school and have students observe children at their activities. Have them write a summary of how they felt about the children. Write an essay entitled. "I think I would (would not) make a good parent because..."		

The Parent - Part III - Section A

G O A L : The student will understand those factors relating to the decision to become a parent and the resulting effect on one's life that parenthood brings.

S U B - G O A L : The student will analyze the factors which influence the decision to become a parent.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		List on the board the pros and cons toward parenthood. Make some conclusions on which attitudes seem most important. Research the decision-making process and apply it to the question "Should I become a parent?" Listen to a panel of parents discuss the joys and frustrations of being a parent.		
Families have responsibilities for the continuity of generations.	Recognize that one of the factors influencing the decision to have children or not involves carrying on the family name.	Read parts of Roots. Discuss in class. Survey class for names which are repeated in families.		Haley, Roots.
Culture is transmitted through families.	Recognize that having children ensures that certain aspects of one's culture will be carried on.	Construct a family tree beginning with your granparents. Discuss the relevance of continuty of generations. Discuss a T.V. program or story which emphasizes family heritage. Interview a family of three generations on occupation, customs and child rearing. Summarize findings and discuss in class. Have students list some family traditions still in existence in their families that their grandparents, aunts and uncles used.		
Not everyone can or chooses to become a parent by the birth process.	Appraise alternatives to parenting through birth.	Have students investigate reasons people become parents through means other than giving birth to their own children. such as adopting, taking in		Van Vleck, The Crucial Generation: Your Challenges and Your Choices. Raymond, Adoption and After.

The Parent - Part III - Section A

GOAL : The student will understand those factors relating to the decision to become a parent and the resulting effect on one's life that parenthood brings.

SUB-GOAL : The student will analyze the factors which influence the decision to become a parent.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Not everyone can or chooses to become a parent by the birth process.	Appraise alternatives to parenting through birth.	foster children, becoming houseparents, etc. Prepare statements relative to adoption that students can draw at random. Assign them to write a short paper defending the statement or "disproving" it. Suggested statements are: 1) You can never tell how an adopted child will turn out. 2) It is easier on the parents to adopt an infant than an older child. 3) The quality of love given to an adopted child can never be the same as one in which the mother or couple has gone through a pregnancy. 4) It is very important that an adopted child have some physical characteristics similar to those of her/his adoptive parents. Have students investigate the procedures involved in adoption or getting a foster child. Include any or all of the following: 1) summarize requirements for prospective parents, 2)find out types of children available; waiting periods for different types of children, 3) find out some frustrations of adoptive parents or foster parents relative to the procedures involved, 4) look into other areas of adoption or foster parenthood that are of interest.		Rondell and Michaels, The Adopted Family. "And Now We Are a Family," Beacon Press (booklet). "Angel By The Hand," Los Angeles County Bureau of Adoptions (film). "A Child Across the Sea," Association Films. "Debbie, Not Asked For," Health and Welfare Materials Center. "You and Your Adopted Child," and "So You Want to Adopt a Child," Public Affairs Pamphlets. "How Is Adoption Different?" Child Welfare League of America (bboklet).

The Parent - Part III - Section A

GOAL : The student will understand those factors relating to the decision to become a parent and the resulting effect on one's life that parenthood brings.

SUB-GOAL : The student will analyze the factors which influence the decision to become a parent.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Pregnancy is not always the result of a conscious desire to have children.	Describe implications of and alternatives for an unplanned pregnancy.	View film "It Happens," and discuss alternatives for teenage pregnancy. Debate options for a problem pregnancy. Discuss case studies concerning abortion.		Bureau of HealthServices, Film Library. Howard, Only Human. Maxtone-Graham, Pregnant by Mistake. Francke, The Ambivalence of Abortion.

The Parent - Part III - Section B

G O A L : The student will understand those factors relating to the decision to become a parent and the resulting effect on one's life that parenthood brings.

S U B - G O A L : The student will determine those qualities needed to be an effective and caring parent.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Parenting is interaction between an adult and child that influences the child's future behavior.	Define the meaning of parenting.	Read references to determine the meaning of parenting.		Gordon and Wollin, Parenting: A Guide for Young People. Norton, Parenting, Ch.1.
The majority of people treat their children in the same manner they were treated by their own parents.	Identify characteristics of individuals necessary for successful parenting.	Discuss characteristics of people with whom students want to be friendly. Consider whether or not children respond to the same qualities. Brainstorm to make a list of qualities which make a good parent. Discuss the importance of each quality. Have students write on five small pieces of paper the most important traits they feel make a good parent. Then one at a time, take the least important traits away until the most important is left. Discuss the trait chosen and why. Divide the class into groups. Ask each group to compile a list of characteristics which indicate readiness for parenthood. Have each group present its list to the rest of the class and give reasons for the characteristics listed. Hold a discussion of similarities and differences in the various lists. Have students recall their childhoods and list all the things their parents did that they would continue to do with their own children and those things they would not do with their children. Discuss the possibility of a parenting license and develop one. What criteria would prospective parents need to meet?		Westlake and Westbrook, Children "Preparation for Parenthood," Argus Communications. "Parental Responsibility," McGraw-Hill Films

The Parent - Part III - Section B

G O A L : The student will understand those factors relating to the decision to become a parent and the resulting effect on one's life that parenthood brings.

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C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		Have students relate personal experiences in parenting, such as baby sitting, caring for younger siblings, working in a child care facility. Discuss those traits and/or skills and abilities needed to do the job. Write an essay entitled "I like (do not like) children because..." Take pretest"Would I Make a Good Parent?" Hold a class discussion related to the items in the test and those qualities most important in the job of parenting. View filmstrip, "Understanding Your Parents." Discuss how young people view their parents and how parents view their children. What insight does this give in regards to the special qualities needed to be a parent?		Kirkendall and Adams, The Students' Guide to Marriage and Family Life Literature: An Aid to Individualized Study. Guidance Associates.
An effective parent is one who is mature and realistic in her/his expectations of parenthood and its responsibilities.	Recognize that maturity is needed in order to deal with the responsibilities involved in parenting.	Discuss the responsibilities of parenthood. Use an analogy such as a garden to point out all that is involved in having a child. For example - what decisions must be made before having a garden(baby)? What things must be done while the seed(embryo) is growing into a plant(human being)? What care is necessary once the seed has grown into a plant(baby has been born)? Discuss what kinds of things must be given up in order to give tender loving care to the garden(baby)? Refer back to pretest "Would I Make A Good Parent?" What questions deal with the maturity level of the indi-		

The Parent - Part III - Section B

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C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
An effective parent is one who is mature and realistic in her/his expectations of parenthood and its responsibilities.	Recognize that maturity is needed in order to deal with the responsibilities involved in parenting.	widual? Do students feel they have the maturity level necessary for parenthood? Why or why not? Make a checklist for prospective parents that will help them determine whether or not they have the maturity level and capabilities necessary for parenthood. Interview parents for important items to include. Bring in a panel of parents to discuss responsibilities of parents. Follow with a question and answer period. Discuss decisions that need to be made before deciding to start a family.		Brisbane, The Developing Child. "The Parent Is a Teacher," Parents Magazine.

The Parent - Part III - Section C

G O A L : The student will understand those factors relating to the decision to become a parent and the resulting effect on one's life that parenthood brings.

S U B - G O A L : The student will understand the financial and legal responsibilities of parenthood.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Financial responsibilities The expense of pregnancy necessitates planning and wise use of financial resources to prevent strain on the family budget.	Identify financial considerations of parenthood.	Have students brainstorm to make a list of all the expenses they can think of that are related to having a child and bringing up a child (such as doctor's fees, hospital costs, food, clothing, insurance, education, babysitters,etc.) Then have them add to the list by interviewing parents in the community and referring to books and pamphlets on the topic. When the list is finalized, have students find out the approximate dollar cost of various items on the list. In as many instances as possible, ask students to investigate alternative ways of providing some of the necessities (such as borrowing a crib instead of buying a new one; using hand-me-down clothes; etc.). Have students prepare a display of their findings. Read references to determine necessary financial preparations for the baby. List all the expenses that the students' parents have because of them. Compile a list of financial decisions and plans which expectant parents must make. Interview new parents on how they met the financial obligations of a new baby. Report findings to class. Prepare a bulletin board on the cost of rearing a child. Participate in simulation exercises concerned with having a baby.		Parents of one or more children. Local doctors and hospitals. Local merchants; ads for new and used furniture and clothing. Supermarkets, drug stores, etc Insurance agents or representatives of insurance companies. Local childbirth education association. Brisbane, The Developing Child Baker and Fane, Understanding and Guiding Young Children. Dodson, How to Parent. Smart and Smart, Living and Learning with Children. "Three is a Family," Practical Family Life Course, Channing L. Bette Co., Inc.

The Parent - Part III - Section C

G O A L : The student will understand those factors relating to the decision to become a parent and the resulting effect on one's life that parenthood brings.

S U B - G O A L : The student will understand the financial and legal responsibilities of parenthood.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Legal responsibilities Parents are responsible for protecting the rights of their children until the child reaches adulthood. These rights are: a) the right to life b) the right to a home c) the right to an education d) the right to liberty	Identify children's rights.	Show on an overhead the "Bill of Rights for Children." Discuss what these rights mean in regards to parental responsibilities. Listen to a speaker on children's rights and laws to protect them. Discuss the rights of children and the legal consequences a parent might suffer if he/she abuses one of these rights, such as: 1) child abuse 2) child neglect Debate the following topics as they apply to childrens' rights: 1) whether or not a parent should be obligated to pay for schooling after graduation 2) whether or not a parent has the right to insist that his/her child(ren) move out of the house upon graduation 3) a child should not have to be responsible for taking care of any of his/her expenses if he/she does not have a job		Freud and Solnit, Beyond the Best Interest of the Child.
	Define child abuse and recognize the effects of child abuse and neglect.	Read references and define child abuse: 1) physical abuse 2) emotional abuse 3) verbal abuse 4) sexual abuse		Chase, A Child is Being Beaten Fontana, Somewhere a Child is Crying. Helfer and Kemper, The Battered Child. Justice, Blair and Rita, The Abusing Family. Wheat, By Sanction of the Victim. "Sexual Child Abuse," R.A.P.E. Relief Center, Louisville.

The Parent - Part III - Section C

G O A L : The student will understand those factors relating to the decision to become a parent and the resulting effect on one's life that parenthood brings.

S U B - G O A L : The student will understand the financial and legal responsibilities of parenthood.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Parents are responsible for protecting the rights of their children until the child reaches adulthood.	Define child abuse and recognize the effects of child abuse and neglect.	View filmstrip, "Child Abuse and Neglect." Clip newspaper or magazine articles on child abuse or neglect and display on bulletin board. Discuss students' reactions to stories and cases in these articles. Invite a quest speaker to talk about child abuse or neglect. Have students summarize types of abuse or neglect pointed out by the speaker as well as discuss their reactions to the speaker's talk. Debate the topic of why child abuse occurs. Who is at fault? Put together a list of helping agencies that can provide assistance to a person seeking help in a child abuse situation. Discuss the responsibilities of a person who is aware that child abuse or neglect is occurring. Can he/she be held liable for not telling anyone about the abuse or neglect?		Parent's Magazine Films. Illinois Teacher, March/April, 1978. Children Today, May/June, 1975. County attorney District judge Social worker Juvenile court judge Doctor or nurse

FAMILY PLANNING

Family Planning - Part IV- Section A

G O A L : The students will gain knowledge of those factors involved in planning a family.

S U B - G O A L : The student will understand the functions of the human reproductive system and how conception occurs.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Human reproduction				
Understanding the functions of the human reproductive system dispells many false ideas about conception.	Identify parts and functions of the male and female reproductive systems.	Prepare a study sheet on functions of male and female reporductive organs and hand out these to students.		Westlake, Relationships.
		View diagrams of both male and female reproductive organs. Identify and review their functions.		Study sheet, overhead or flip chart.
		Display models of male and female reproductive systems. Identify parts and functions of each of the organs.		Family Planning.
Conception occurs when the sperm and egg unite.	Explain how conception works.	Have a question and answer period to discuss the students' concerns about myths and realities of conception.		
		Show any of the following films and have a class discussion on content covered: "Human Reproduction," "Boy to Man," "Girl to Woman."		Public Health Service.
		View filmstrip, "Human Reproduction 100."		Guidance Associates.
	Explain why conception may not occur.	Invite a doctor, nurse or other health professional to speak to the class about sterility, its causes and some things that are being done to solve the problem.		
	Describe factors that are determined at conception.	Assign resources related to the factors which are determined at the time of conception (such as hereditary traits, sex, single or multiple births, etc.) and which parent determines the sex of the child(ren). Have students prepare oral reports and visuals to present to class.		Riker and Brisbane, Married Life. Oram, Hummer, Smott, Biology: Living Systems. Otto, Modern Biology.
		View filmstrip,"From Generation to Generation: Genetic Counseling."		March of Dimes.

G O A L : The students will gain knowledge of those factors involved in planning a family.

S U B - G O A L : The student will evaluate the use and effectiveness of the various means of contraception in the prevention of pregnancy in the spacing of a family.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Contraception Being familiar with the various methods of birth control allows a couple to make a more intelligent decision on how to meet their own special needs.	Define contraception. Describe various methods of contraception. Appraise advantages and disadvantages of various methods of contraception. Identify factors which affect decisions about contraceptives.	Assign references related to contraceptives and/or invite medical personnel or family planning representatives to speak to the class about the various means of contraception(physical, chemical, mechanical); specific methods of contraception; advantages and disadvantages and risks associated with each method. Allow time for class discussion and questions. Discuss the different types of contraceptives, their cost and availability. Examine samples or pictures of contraceptives. Rank in order of most effective to least effective. Hold a discussion about the effect of personal values and morals on an individual's or couple's choice of contraception or decision about whether to use a contraceptive or practice birth control. Debate the topic: Contraception is interfering with nature vs. Contraception is improving on nature. Discuss whether or not the knowledge of various birth control methods promotes premarital sex, especially between teens Also have students discuss whether or not the teenager should have parental consent before obtaining birth control pills, etc.		Bowman and Spanier, Modern Marriage. Westlake, Relationships. "Which Birth Control Method Is Best For You?" Family Circle, 11/76. "Basics of Birth Control," Planned Parenthood publication #1253. Tucker, Birth Control. Lieberman and Peck, Sex and Birth Control.

GOAL : The students will gain knowledge of those factors involved in planning a family.

SUB-GOAL : The student will evaluate the use and effectiveness of the various means of contraception in the prevention of pregnancy in the spacing of a family.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Both females and males should share the responsibility for birth control. Spacing of children Optimum age of the mother for a healthy baby and uncomplicated pregnancy is between the ages of 20-35. 2-5 years between pregnancies offers the best chance for having safe pregnancies and healthy babies. Lack of money, desire for further education, travel or getting to know each other are reasons for delaying starting a family.	Explain the importance of planning for children.	Debate: "The girl should assume the responsibility for birth control since she is the one who gets pregnant." Assign readings about family planning and/or invite a panel to talk about the importance of planning for a family. Hold a discussion based on the speakers' presentations, readings, and learnings from previous activities in this guide on parenting. Ask students to do a short paper or create a visual which summarizes the points brought out in the discussion. Discuss: 1) Reasons couples may not want children. 2) Reasons couples should not have children. 3) Reasons for delaying having the first baby. 4) How genetic counseling is of value when planning a family. View filmstrip," Family Planning Today."		"To Plan Your Family," Hank Newenhouse (film) "What is Family Planning?" Classroom World Productions (cassette). "Selected References for Social Workers on Family Planning," U.S. Gov't. Printing Office. "Planning Your Future," DHEW Pub. #(HSA)74-16014. Phillips, Planning Your Family. Guidance Associates.

PREGNANCY

Pregnancy - Part V - Section A

GOAL : The students will understand how pregnancy affects the individual female and the couple as a pair and will become aware of the special problems and needs associated with pregnancy.

SUB-GOAL : The student will describe physical and emotional changes occurring during pregnancy.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Physical changes Physical signs and changes occur early in a pregnancy. Every pregnancy is different but follows a definite pattern of development.	Describe common changes in a woman that indicate pregnancy.	Assign resources about the indications of pregnancy and have students prepare questions for a panel of medical personnel and/or pregnant women. View filmstrip, "Pregnancy." Invite mothers of young children to class to discuss the signs and changes during pregnancy. Have students make a timetable or calendar showing when various signs of pregnancy will be noticed, times the expectant mother should visit the doctor and the type examination she might expect at each visit, the times at which various physical changes occur in the mother, when trouble signs are likely to occur, the normal amount of weight gain at various points, when various types of exercise should be begun, when maternity clothes are needed, when different activities may need to be adjusted.		Riker and Brisbane, The Developing Child. Rutherford, You and Your Baby. Westlake, Relationships. "Pregnancy In Anatomical Illustrations," Carnation Co. (pamphlet). "Menstruation and Pregnancy," Imperial Films. "Beginning of Pregnancy," "Middle Months of Pregnancy," "Last Months of Pregnancy," Indiana University NET Films Guidance Associates.
The body may give visible warning signals if there is anything wrong with the pregnancy.		Discuss the warning signals the body may emit when the pregnancy is not progressing smoothly.		

Pregnancy - Part V - Section A

GOAL : The students will understand how pregnancy affects the individual female and the couple as a pair and will become aware of the special problems and needs associated with pregnancy.

SUB-GOAL : The student will describe physical and emotional changes occurring during pregnancy.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER AIDS	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Serious complications may be avoided if a woman will go to the doctor as soon as she suspects she is pregnant.	Describe different medical professionals who can assist the pregnant woman.	List on the board places where a woman can be examined by a doctor or other medical professional to confirm pregnancy. Define the jobs of each of the following medical presonnel in regards to assistance with a pregnancy: 1) general practitioner 2) obstetrician 3) gynecologist 4) pediatrician 5) geneticist 6) anesthesiologist 7) midwife		
Emotional changes				
Both partners, especially the female, experience emotional changes during a pregnancy.	Analyze some emotional changes in each partner during pregnancy.	Assign resources about emotional effects of pregnancy on each partner. Hold a discussion about what students learned. View filmstrip, "The Emotional Impact." Listen to discussion of expectant mothers and fathers of the emotions experienced during pregnancy.		Guttmacher, Pregnancy, Birth and Family Planning. Salk, Preparing for Parenthood. Fleming, Nine Months: An Intelligent Woman's Guide to Pregnancy. Parent's Magazine Films.

GOAL : The students will understand how pregnancy affects the individual female and the couple as a pair and will become aware of the special problems and needs associated with pregnancy.

SUB-GOAL : The student will identify the stages of pregnancy and explain the developmental processes in each stage.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Certain stages of development are noted as the child moves from the "ovum period" to the "fetal period" and through predicted growth patterns.	List and describe progressing steps of pre-natal development.	Through the use of an outline, list and explain the preogressing steps in the development of the baby. Read the story, "On Her Way to a Miracle." View filmstrips, transparencies or pictures which show how the baby grows and develops during different stages of pregnancy. Summarize the major changes to the embryo in each stage of pregnancy: 1) ovum period 2) embryo period 3) fetal period View film, "First Days of Life." Examine and study the plastic models of the various stages of development.		Brisbane, The Developing Child. Life Magazine, August 1966. "Life Before Birth," Time-Life, Inc. "A Baby is Born," Maternity Center Assoc. (film). Roberts, From Conception to Birth. Swanson, Human Reproduction: Biology and Social Change. "Embryo to Baby," Sterling Films. "Prenatal Development," Time-Life Inc. Right to Life Association. Nasco, Human Fetus Replica Kit.
Prenatal development involves support systems.	Identify functions of the amnionic sack, the placenta and the umbilical cord.	Assign reference readings then discuss the functions of the amnionic sack, the placenta and the umbilical cord.		

Pregnancy - Part V - Section C

GOAL : The students will understand how pregnancy affects the individual female and the couple as a pair and will become aware of the special problems and needs associated with pregnancy.

SUB-GOAL : The student will become aware of the nutritional needs of the pregnant mother and unborn child and will understand the ill effects of alcohol, tobacco , drugs and veneral disease on the unborn child.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Next to heredity, diet plays the major role in the development of a healthy, full term infant. Nutritional deficiencies during pregnancy can cause severe mental retardation.	Recognize the need for proper nutritional practices before, during and after pregnancy.	Read and review information to find out what makes a healthy diet for the pregnant mother. Listen to a speaker (nutritionist, doctor, nurse, etc.)explain the increased nutritional needs of the pregnant mother before, during and after pregnancy. Discuss the effects of poor nutrition on the health of the unborn child. Have students prepare posters educating others on the need for good nutrition now and for the rest of their lives. Plan a week's menu of nutritious meals and snacks for the pregnant mother. Discuss causes of low birth weight and birth defects in the newborn infant. Examine resources for birth defects that can arise from nutritional deficiencies. View filmstrip,"Inside My Mom."		"Nutrition and Pregnancy," March of Dimes. "Be Good to Your Baby Before It is Born," March of Dimes. White, Food for Your Future. McCleary, New Miracles of Childbirth. "Prenatal Care," U.S. Gov't. Printing Office. "What to Eat While You Are Pregnant," National Dairy Council. "Nine Months to Get Ready " and "The Importance of Prenatal Care," Public Affairs Committee (films). "Prenatal Care and Planning," McGraw-Hill Films (film). "Prenatal Care: Preparing for Parenthood," Parent's Magazine Films. "Nutrition and Dental Care in Pregnancy," Indiana University NET Film Service. March of Dimes.
Research indicates that women who drink heavily are now more likely to give birth to mentally and physically defective babies. Pregnant mothers who drink, smoke and use drugs may endanger the lives of their babies.	Become aware of the effects of alcohol, tobacco, drugs and veneral disease on the unborn and newborn child.	Have students compile a list of all the reasons for not smoking, drinking or using drugs during pregnancy. Invite a resource individual to speak on the effects of drugs, alcohol or tobacco before and during pregnancy. Read publications on drugs, alcohol and tobacco abuse during pregnancy.		Public Affairs Pamphlets.

Pregnancy - Part V - Section C

G O A L : The students will understand how pregnancy affects the indivudal female and the couple as a pair and will become aware of the special problems and needs associated with pregnancy.

S U B - G O A L : The student will become aware of the nutritional needs of the pregnant mother and unborn child and will understand the ill effects of alcohol, tobacco, drugs and veneral disease on the unborn child.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Smoking contributes to small babies and low birth weight. Use of drugs during pregnancy may have an adverse effect on the prenatal and later development of the child. Women who smoke have more spontaneous abortions, stillbirths, and premature babies than do non-smokers, and their children's later health may be affected. If a pregnant woman contracts veneral disease and neglects immediate medical care, the unborn baby may be affected.	Become aware of the effects of alcohol, tobacco, drugs and veneral disease on the unborn and newborn child.	Read and discuss articles from newspapers and magazines pertaining to alcohol, drugs, smoking and pregnancy. View filmstrip, "Tomorrow Happens Today." Discuss how VD can affect the unborn baby of a pregnant woman and how to treat the disease.		March of Dimes. The National Foundation March of Dimes, D.A.T.A. "Veneral Disease Hurts You and Unborn Babies," March of Dimes.

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CHILDBIRTH

Childbirth - Part VI - Section A

G O A L : The students will understand the childbirth process and recognize the importance of being knowledgeable about childbirth.

S U B - G O A L : The student will describe the various stages of childbirth.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Childbirth that is spontaneous is divided into three stages. These stages are known as labor because they involve concentrated physical effort of the mother. 1) first stage - expanding of the cervix 2) second stage - birth of the baby 3) third stage - delivery of the afterbirth Knowledge of the birth process helps eliminate fears associated with the birth of a baby.	Identify the stages of labor and describe normal characteristics of each.	Discuss any superstitions, old wives tales or misconceptions students have about childbirth. View any of the films or filmstrips listed in the reference section and discuss students' reactions and recall of what they saw. Assign readings which describe the 3 stages of labor and events which take place in each stage. Invite medical personnel to answer questions students may have. View and discuss pictures that illustrate equipment and procedures that are usual to labor and delivery.		"Preparing to Give Birth," Part III of "Parenthood," Guidance Associates. "Birth," Part IV of "Parenthood," Guidance Associates. "Having a Baby" the Miracle of Creation," QED (f/s) "Birth Atlas," Maternity Center Assn. (film). "Labor and Birth," Part 6 of Human Reproduction Series, Idaho Dept. of Health. "Childbirth" A Family Experience." University of Idaho (film). "Birth Day Through the Eyes of the Mother" and "Birthright," Parent's Magazine Films (film). "Birth," Filmmakers Library [illegible]im). "Into the World," Association-Sterling Films (film). "Childbirth," Polymorph Films (film). "A Normal Birth," Hank Newenhouse (film). Westlake, Relationships. Nelson and Jenson, Life Before Birth. Rutherford, You and Your Baby. Nilsson and Sundberg, A Child is Born. Bantam, Better Homes and Garden's Baby Book.

Childbirth - Part VI - Section B

GOAL : The students will understand the childbirth process and recognize the importance of being knowledgeable about childbirth.

SUB-GOAL : The student will gain knowledge of and evaluate various childbirth methods and will become aware of complications that can occur during pregnancy and childbirth.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Anesthetized childbirth There are two classifications of pain relief given during childbirth to help the mother continue through labor and delivery. 1) Analgesics are chemical substances induced into the body. a. general b. local 2) Psychological pain relief is an optional method of using analgesics.	Understand anethetized childbirth, its advantages and disadvantages.	Prepare a lecture on the different methods of anesthetized delivery and the advantages and disadvantages of both. Ask students which method they would prefer and why. Discuss the importance of the choice of anesthetics being made in relation to medical needs and doctor recommendations. Research and report to class on hypnosis as related to childbirth.		Guttmacher, Pregnancy, Birth and Family Planning. Bantam, Better Homes and Garden's Baby Book. Del Bo, A Guide for the Future Mother.
Natural childbirth Prepared childbirth helps the mother to have a conscious, healthy and happy childbirth experience. There are advantages for the mother, father, and baby using the prepared childbirth method.	Understand the natural childbirth method.	Prepare a lecture on meaning and value of natural childbirth. Have students research childbirth community agencies which educate parents on techniques of natural childbirth. Report findings to class. Listen to cassette, "What Natural Childbirth Means." Invite individuals or couples who have experienced natural childbirth to explain the advantages of this method. Invite speaker from Lamaze to lecture and present film,"Story of Eric." Research articles on natural childbirth methods. Prepare written or oral reports.		Bing, Six Practical Lessons for an Easier Childbirth. "What You Should Know About Parenthood," #560203, Lee Salk Audio Visual. Consult obstetrics department of local hospital to find a Lamaze representative.

Childbirth - Part VI - Section B

G O A L : The students will understand the childbirth process and recognize the importance of being knowledgeable about childbirth.

S U B - G O A L : The student will gain knowledge of and evaluate various childbirth methods and will become aware of complications that can occur during pregnancy and childbirth.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
	Compare various methods of childbirth.	Debate on the topic: Natural childbirth is better than anethetized childbirth. Working in pairs or small groups, have students research various methods of childbirth and share their findings in class. Invite a panel of couples to speak to the class on the method of childbirth they chose and the reasons for their choice. Allow time for class discussion and questions. Invite a panel of doctors to present their positions on the various methods of childbirth and the reasons for their positions. Discuss when one method of childbirth should be used over another method. What factors influence choice of childbirth method?		Leboyer, Birth Without Violence. Smart and Smart, Infant Development and Relationships. Lang, Birth Book. Read, Childbirth Without Fear. Bean, Methods of Childbirth. Tanzer and Block, Why Natural Childbirth.
Complications of childbirth Many pregnancies require special treatment before and during childbirth.	Identify and describe possible complications with pregnancy and childbirth.	Research and prepare reports on the following topics:breech birth, RH factor Caesarean section, high forceps, anoxia, high forceps, spontaneous abortion and therapeutic abortion. Discuss reasons for complications during pregnancy and with childbirth and what procedures are taken in one of these complications arises.		Information from local Childbirth Assn. "Labor and Delivery," American Baby, 9/75.

Childbirth - Part VI - Section C

GOAL : The students will understand the childbirth process and recognize the importance of being knowledgeable about childbirth.

SUB-GOAL : The student will understand the importance of the father's support during a pregnancy.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
It is during pregnancy that the parent-child relationship first begins. The father who participates in childbirth by supporting the mother will help to strengthen the bond between mother, father and baby and will receive a rewarding experience for himself.	Describe the role of the father during pregnancy.	Have students read about experiences of childbirth and interview parents to find out: 1) their reactions to the birth process 2) if the father was present in the delivery room 3) differences in feelings when the experience was shared by husband and wife and when it was not Prepare a bulletin board with pictures of men with babies. Have students come up with a suitable caption. View filmstrip,"Pregnancy, Birth and the Newborn." List ways the father could give emotional or physical help to the mother during childbirth. Have students recall movies on natural childbirth and how the father participated. Discuss whether the students would or would not prefer to be that involved or have their partner be that involved in the childbirth process. Interview a woman who had the help of the father during childbirth and report her feelings to the class. Listen to cassette, "The Importance of Being an Involved Father."		Milinaire, Birth: Facts and Legends. Karmel, Thank You Dr. Lamaze. Kitzinger, Giving Birth: The Parents'Emotions in Childbirth. "Especially for Fathers," San Jose Unified School Dist. (film). Concept Media. "Father's Role During Pregnancy," American Baby, June 1976. "What You Should Know About Parenthood," Dr. Lee Salk Audio Visual, Inc. (Recommended for use with mature or above average students.)

CARE OF MOTHER AND BABY

Care of Mother and Baby - Part VII

GOAL : The students will understand all that is involved in neonatal, postpartum and interconceptional care of the mother and baby.

SUB-GOAL : The student will be able to discuss the hospital procedure, the newborn's care, the new mother's needs and the value of responsible interconceptional care.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Neonatal care				
The following hospital procedures help protect the health and welfare of the newborn: a. removal of mucus b. help in breathing c. cutting of navel cord d. eye drops e. apgar rating f. marking to prevent mix-up g. warming h. doctor's examination for: 1. harelip 2. cleft palate 3. tongue movement 4. skull shape 5. ear structure 6. heart and lungs 7. abdomen 8. bone structure 9. genitals 10. hands and feet i. P.K.U. test j. finger and foot prints k. circumcision	Describe the testing and treatment of the newborn.	Invite medical personnel to speak on neonatal hospital procedures. Also include a midwife, if possible, to speak on care of the baby at home if the childbirth was a home birth. Read articles relating to care of the infant immediately after birth. Recall what happened to baby in any of the childbirth films or filmstrips viewed in class. Discuss the procedures that were shown.		"Baby Care," Johnson & Johnson Film and filmstrip sources listed previously in guide.
Some characteristics are common to newborns. Though not all babies have all or any of these characteristics, they are natural and normal to the newborn.	Describe characteristics of the newborn.	Prepare a lecture on the normal characteristics of newborn. When applicable, show visuals to students. 1) shape of head, 2) swelling beneath scalp, 3) stork bites, 4) ruptured blood vessel in eye, 5) vernix 6) rash, 7) Mongolian spots, 8) jaundice, 9) meconium stool, 10) swollen labia, 11) fresh cord, 12) yellow stool and 13) circumcision. Listen to cassette, "What the Newborn is Like."		Smart and Smart, Infant Development and Relationship. "What You Should Know About Parenthood," Dr. Lee Salk Audio Visual.

Care of Mother and Baby - Part VII

GOAL : The students will understand all that is involved in neonatal, postpartum and interconceptional care of the mother and baby.

SUB-GOAL : The student will be able to discuss the hospital procedure, the newborn's care, the new mother's needs and the value of responsible interconceptional care.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
A newborn baby has definite physical, social and emotional needs. A new born baby is completely helpless; he/she is dependent on other people to satisfy his/her basic needs.	Identify needs of the newborn baby.	Brainstorm to compile a list of all the needs of a newborn baby. Classify each need as physical, social or emotional. Define physical, social and emotional needs. List specific physical, social and emotional needs of a baby on slips of paper to be included in a grab bag. Have students identify the needs as physical, social or emotional. Participate in small group discussions on infant care. Report findings to class and/or view filmstrips on care of a baby. Invite mothers of newborn babies to bring their babies to class and demonstrate for class proper ways of feeding the baby, dressing and diapering the baby and bathing the baby. Put together a list of names and addresses of manufacturers of baby products. Have students write to these companies requesting literature on care of the newborn baby. View film, "The First Two Weeks of Life" or filmstrip, "First Eighteen Months From Infant to Toddler."		"Your First Month With Your First Baby," Public Affairs Pamphlet #478. "Baby's Eating and Sleeping Habits," "Keeping Baby Clean," and "When Baby Is Ill," Johnson and Johnson (pamphlets). "From Birth to One: A Time of Remarkable Growth," Parent's Magazine Films, (filmstrip). "Bathing, Dressing and Toilet Training," Parent's Magazine Films(f/s) Proctor and Gamble. Parent's Magazine Films(f/s).

Care of the Mother and Baby - Part VII

GOAL : The students will understand all that is involved in neonatal, postpartum and interconceptional care of the mother and baby.

SUB-GOAL : The student will be able to discuss the hospital procedure, the newborn's care, the new mother's needs and the value of responsible interconceptional care.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		Invite speakers from Le Leche' League to talk and show film on breast feeding.		
		Listen to cassette, "Whether to Breast or Bottle Feed."		Dr. Lee Salk, Audio Visual Inc
		Debate: Breast feeding vs. bottle feeding.		
Emotional care of the newborn involves understanding her/his needs and senses.		List and discuss newborn's reactions to sound, sight and touch.		"Infant Development Program, Johnson and Johnson.
		Prepare a booklet of activites on infant stimulation and make a toy or object that would stimulate the infant.		Gordon, Baby Learning Through Baby Play. Schaffer, Mothering.
		Listen to a panel of mothers and fathers discuss sharing the responsibility for physical, as well as emotional care of the infant.		
		Prepare a display of objects that would help to stimulate an infant's environment.		
		View filmstrip, "Physical Growth and Motor Development."		
Postpartum care				
The postpartum period should be a time of rapid recuperation and readjustment from pregnancy to nonpregnancy.	Describe normal physical care and emotional impact of the postpartum phase.	Discuss the following physiological changes in the mother following childbirth: emotional depression, shrinking of uterus, vaginal discharge, increased urination, return of menstruation, lactation and weaning and weight loss.		
		Invite a mother to class to recall her postpartum care and recovery.		
		Listen to cassette on emotional changes during pregnancy and after birth.		"What You Should Know About Parenthood," Dr. Lee Salk, Audio Visual Inc.

Care of the Mother and Baby - Part VII

G O A L : The students will understand all that is involved in neonatal, postpartum and interconceptional care of the mother and baby.

S U B - G O A L : The student will be able to discuss the hospital procedure, the newborn's care, the new mother's needs and the value of responsible interconceptional care.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		Demonstrate and practice exercises designed to restore muscle tone after childbirth. Discuss what procedures should be followed in the postpartum period in regards to: rest, diet, exercise, after birth pains, postpartum blues, bathing and care of genital areas. Invite a doctor to speak to the class on the importance of the postpartum examination and what is involved in the check-up.		
Interconceptional care Proper care of the mother between pregnancies is important to insure both physical and mental health.	Explain the importance of the mother's health and well-being between conceptions.	Discuss what is meant by interconceptional care. View filmstrip, "Healthy Mother, Healthy Baby." Discuss implications on future pregnancies of the woman. Discuss why it is important to continue one's education about new methods and resources in pregnancy and childbirth.		Parent's Magazine Films.

ADJUSTMENT OF THE NEW FAMILY

Adjustment of the New Family - Part VIII

GOAL : The students will analyze the major adjustments the family will make when children come into the home.

SUB-GOAL : The student will recognize the changes in lifestyle and the resulting effect on one's life that parenthood brings.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Becoming parents for the first time is probably the most significant and demanding role that most individuals encounter during their lifetime. Becoming parents should be a great adventure with many new experiences and challenges.	Describe major changes that children make in the lifestyle of the family.	Have students prepare questions for a guest panel invited to discuss changes in lifestyles during pregnancy and after birth of a child(ren) and as children grow older. Give students case studies of lifestyle changes related to the birth of a child. Ask them to explain reasons for changes in lifestyles, how these changes affect the parents as individuals and as a couple and whether the students would be willing to make such changes in their own lifestyles if they were to suddenly become parents. Proceed through the family lifecycle and discuss changes in lifestyle that each part of the lifecycle brings. Refer back to section on maturity of parents and relate this to the ability to accept changes in lifestyle that parenthood brings. Recall a new baby brother or sister's homecoming and share with class those changes made by the family. Brainstorm to come up with a list of personal, social and economic adjustments of both the mother and father. Discuss how an unwillingness to make these new adjustments can result in conflict. Prepare situations on family adjustment. Have students work in small groups to come up with a solution to the problem. Some possible situations: 1) Father resents time Mother spends with the child		Baker and Fane, Understanding And Guiding Young Children Hurlock, Child Growth and Development.

Adjustment of the New Family - Part VIII

G O A L : The students will analyze the major adjustments the family will make when children come into the home.

S U B - G O A L : The student will recognize the changes in lifestyle and the resulting effect on one's life that parenthood brings.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		2) Mother no longer works so there is less money coming in. 3) Friends are bored with talk about children. 4) Children limit entertainment in the home. 5) Mother is tired all the time. 6) Parents differ on patterns for bringing up children. 7) Father wants to go out frequently while Mother stays at home. 8) Baby cries a lot. 9) Parents are disappointed in the sex of the child. 10) Multiple birth occurs. 11) Child has a mental or physical handicap. 12) Parents have guilt feeling, over mixed emotions about the baby. 13) Child dies at birth. Discuss which of the above situations are personal, social or economic. View filmstrip -"Children and Reality." Read story "No Kidding Around." Discuss what happens when the parents are too immature to put someone else's needs ahead of their own.		Eye Gate House, Inc.
Role expectations may be a source of conflict.	Describe the changing roles of parents today.	Bring a diaper to class and ask the question - "Do boys need to know how to change diapers? Why or why not?" Prepare an opionnaire on role expectations. For example one statement might be: The husband and wife have equal responsibility to support the family and to spend time with the children. Students can agree, disagree or be undecided. Discuss each item for		Biller, Father, Child and Sex Role. Bill and Meredith, Father Power LeMasters, Parents in Modern America. Curran, What Are Parents for Anyway? Lynn, The Father: His Role in Child Development.

Adjustment of the New Family - Part VIII

G O A L : The students will analyze the major adjustments the family will make when children come into the home.

S U B - G O A L : The student will recognize the changes in lifestyle and the resulting effect on one's life that parenthood brings.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		further insight role expectations and conflicts that may arise. Compare traditional roles of the mother and father with today's contemporary roles. Ask students which they prefer and why.		
Choosing a caregiver Finding an appropriate caregiver for the child is of great concern to parents.	List guidelines for selection of a quality caregiver.	Describe the difference between a babysitter and a caregiver. List those qualities a parent would look for in a caregiver. List all the options a parent has when looking for a suitable child care arrangement. Invite a speaker from Child and Family Services to talk about criteria for licensing a caregiver. Have students visit and evaluate a day care center. Report on the following criteria: clean and safe physical facilities, personality traits of caregiver(s), behavior or apparent adjustment of children, possible problems, teacher/child interaction and teacher(caregiver)/child ratio. Discuss the advantages and disadvantages to both parties concerned when using a relative as a caregiver. Interview 3 working mothers to learn their caregiving arrangements. Which do they prefer and why? Share findings with class.		

DEVELOPMENTAL STAGES OF CHILDREN

Developmental Stages of Children - Part IX - Section A

GOAL : The students will understand and describe the physical, intellectual, social and emotional growth and development of children from infancy through age five.

SUB-GOAL : The student will identify and describe the general physical developmental characteristics of children from infancy through age five.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
The most rapid growth of a person't life is made during the first year. As a baby grows and develops, all parts of his/her body are maturing. Development proceeds in an orderly sequence but varies from child to child.	Describe the general physical characteristics of children from birth through age five and the physical changes that occur during these periods of growth.	Have students bring in pictures of themselves when they were babies or perschoolers. Play guessing game of "Who is it?" Read background material on various stages of growth of children from infancy through age five. Prepare a chart which visually shows the particular changes in physical development that occur at each age. Look at pictures students brought in. Identify physical characteristics common of each age. Discuss the maturation rate of the infant during the first year. Compare this to growth occurring in the next four years. Which parts of the body mature more rapidly than others? Look at pictures of same age children. Note individual difference in growth patterns and body build. Show charts which emphasize individual differences in growth rates and body build for ages birth through five. Have students prepare a chart showing eruption of teeth and the usual age for eruption. Discuss different examples of muscle development in children. Prepare a lecture on fine and gross motor skills and how these relate to physical development. Have students make or find a toy that encourages development in either of these areas.		Brisbane, The Developing Child Shuey, Woods and Young, Learning About Young Children. Ames, Child Care and Development. Caplan, The First Twelve Months of Life. "See How They Grow," National Dairy Council. "Growth and Developmental Patterns," 3M Co. (transparencies) "Physical Skills for Young Children," v. 7, Threshold Early Learning Library.

Developmental Stages of Children - Part IX - Section A

G O A L : The students will understand and describe the physical, intellectual, social and emotional growth and development of children from infancy through age five.

S U B - G O A L : The student will identify and describe the general physical developmental characteristics of children from infancy through age five.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Physical growth maintains a steady but reduced rate through the pre-school stages of growth.	Describe the general physical characteristics of children from birth through age five and the physical changes that occur during these periods of growth.	Display cartoons or pictures of pre-school age children and have students caption them to show developmental characteristics. Cut illustrations from magazines and newspapers of young children performing various physical tasks. Discuss what they can and cannot do. Observe children on play grouns, at Sunday school, in supermarkets, baby sitting, or any other opportunity possible to identify individual physical developmental stages of children the same age. View cartoons or pictures featuring young children. From the activities and dialogue, guess the probable age of the children and give reasons for choice made. Discuss the following questions: 1) In what ways are guidelines for children's physical development helpful to parents? When can these guidelines be a disadvantage? 2) Is it cause for alarm by parents if their child does not develop at the same rate as a friend's or relative's child does? Why or why not? 3) How can having unrealistic expectations in regards to physical development of a child cause problems for the parent(s) and the child?		Draper and Draper, Caring for Children.

Developmental Stages Of Children - Part IX - Section B

G O A L : The students will understand and describe the physical, intellectual, social and emotional growth and development of children from infancy through age five.

S U B - G O A L : The student will identify and describe indications of intellectual growth in children from infancy through age five and learn ways to promote intellectual development in children.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Intellectual performance in infants is indicated mainly in bodily control and motor accomplishment.	Determine indications of intellectual growth in infants.	Prepare a chart indicating what most children are able to do at each month for the first year.		"Chart of Development," Proctor and Gamble.
		Show film, "The First 18 Months: From Infant to Toddler." Point out specific characteristics at each month which indicate intellectual growth in the child.		
		Discuss whether the newborn baby is actually congnizant of his/her environment the first months of life.		Berman, Your First Months With Your First Baby. Lingon et al, If You Only Knew What Your Baby Is Thinking.
Children develop in the areas of sensory, motor, language, concept formation, self-concept and daily living skills.		Divide the class into 3 groups to study one of the areas of intelletual activity: use of senses, use of verbal symbols and ability to perceive, think, reason and form ideas. Present ways parents and caregivers can provide an environment for babies and small children that will promote growth in these areas.		
		Organize activities that will stimulate the sensory, verbal and perceptual development of babies.		
		Invite a panel of mothers to bring their babies to class and talk about the changes they observed in their child's intellectual growth. What were these changes and when did they occur?		
Intellectual growth in the pre-school child is rapid, smooth and even; but skills, thinking processes, memory and creativity emerge at different rates in individual children.		Show any or all of the following films: 1) The Early Years 2) Babyhood 3) Rising Two 4) Ideas of their Own - Age 3 5) Playing Together - Ages 3 & 4		"The Springs of Learning," Time Life Films

Developmental Stages of Children - Part IX - Section B

G O A L : The students will understand and describe the physical, intellectual, social and emotional growth and development of children from infancy through age five.

S U B - G O A L : The student will identify and describe indications of intellectual growth in children from infancy through age five and learn ways to promote intellectual development in children.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Intellectual growth in the pre-school child is rapid, smooth and even; but skills, thinking processes, memory and creativity emerge at different rates in individual children.		6) Childhood: The Enchanting Years Discuss Bruner's and Piaget's theories on early childhood intellectual development.		Psychological Films Inc.
	Recognize the relationship between the five senses and a child's intellectual development.	In groups choose one to make: a sensory stimulation box a smell board a tasting bar Each group directs the class in using the activity it developed. Discuss what types of things the children can learn from such activities.		
		Examine toys made for children of different maturity levels. Discuss which senses are being stimulated by each toy and the value of that toy as a learning tool.		Caney, Stephen Caney's Toy Book.
	Recognize and appreciate the relationship between play and intellectual development.	Read background material and have a class discussion on the importance of play to a child's intellectual development. What things does a child miss if not allowed to play? Make a list of all the things young children learn through their play experiences. Discuss the importance of choosing suitable play experiences that enable the child to learn and grow. Discuss stereotyping in childrens play. Ask students how they feel about differentiation between activities for "girls" and activities for "boys."		Caplan and Caplan, The Power of Play. Sharp, Thinking is Child's Play.

Developmental Stages of Children - Part IX - Section B

GOAL : The students will understand and describe the physical, intellectual, social and emtional growth and development of children from infancy through age five.

SUB-GOAL : The student will identify and describe indications of intellectual growth in children from infancy through age five and learn ways to promote intellectual development in children.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Play is the means by which children learn about themselves and their world.		Have students prepare a bulletin board to illustrate play experiences which encourage learning in young children.		
	Create individual and group activities to help the child to progress in intellectual growth.	Prepare a lecture on the various learning centers in a playschool. Have students think of suitable activities to have at each of these centers and discuss what types of learning are occurring at each center.		Caldwell, Home Teaching Activities.
		Observe Sesame Street or other similar T.V. shows. Analyze the learning/teaching techniques used and use this information in planning and carrying out learning activities for young children.		Scargill, 1001 Ways to Have Fun With Children.
		Discuss the role of toys in intellectual development and the value of "noneducational" toys in the child's learning process.		
		Develop a list of criteria for evaluating toys for children's play. Consider value in learning process as well as safety.		"Importance and Selection of Toys," 3M Co. (transparencies). "Choosing Toys for Children of All Ages," American Toy Institue.
		Define creativity as it relates to intellectual development. Find examples of it through observations on a play ground classroom or at home. Use techniques that develop creativity in children through art, music and dance. Demonstrate activity to class.		Maynard, Guiding Your Child to a More Creative Life.
		Collect books and/or stories that interest children. Tell some of the stories to other members of the class. Have them evaluate story telling abilities of class members. Also analyze why children like that particular story.		

Developmental Stages of Children - Part IX - Section B

GOAL : The students will understand and describe the physical, intellectual, social and emotional growth and development of children from infancy through age five.

SUB-GOAL : The student will identify and describe indications of intellectual growth in children from infancy through age five and learn ways to promote intellectual development in children.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Each individual is unique in potential and pattern and rate of intellectual development. Intellectual growth develops hand in hand with maturity.		Discuss criteria for choosing children's books. Invite a children's librarian to class to demonstrate: flannel board small group story time large group story time Discuss implications of forcing a child to participate in an activity they do not wish to participate in. Discuss differences in children's reactions to different play activities - how are they similar, how are they different? Read about speech development in children and find out reasons for the differences in rate of learning among children. Develop pretests to assess children's knowledge and understanding of different concepts like shapes, colors, sequence, etc. Plan a nature field trip. List all the learning opportunities that could take place on the trip. From a list of normal intellectual development patterns of children, categorize the level of understanding exhibited by the children during the field trip, from the least mature to the most mature. Discuss the role of curiosity in intellectual development. Where would we be if others before us had not been curious? How has your curiosity changed your life? In what situations have you seen children display curiosity? How was it handled? When have you seen adults foster or stifle curiosity in children?		

Developmental Stages of Children - Part IX - Section C

G O A L : The students will understand and describe the physical, intellectual, social and emotional growth and development of children from infancy through age five.

S U B - G O A L : The student will understand the sequence of emotional and social development of children from infancy through age five.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Emotional development				
There are sequences in emotional growth just as in all growth.	Identify ways in which infants show emotion.	Display pictures of babies that express different emotions. Identify these emotions.		
		Read about and discuss emotions of infants and what affect they have on the emotional growth of the child.		
		Show filmstrip(s), "Understanding Early Childhood."		
	Determine types of emotions expressed by young children.	Chart the development of emotional expression from infancy through age five.		
		Make a mobile of pictures depicting emotions of young children such as fear, worry, anxiety, anger, jealousy, joy, pleasure, delight, etc.		
		View filmstrip(s), "Parenting: Father, Mother and Others." Describe emotional changes that occur as children mature and learn.		J.C. Penney.
		Observe children's emotional responses and summarize their characteristics. How long did the emotional reactions last? How intense were they? How quickly did children change from one emotion to another? Describe reactions different children had to the same situation. How did the adults who were there to help the children help them deal with the emotions?		Brisbane, Developing Child. Draper and Draper, Caring for Children. "The Terrible Twos and Trusting Threes," State Film Library.
	Identify constructive ways of helping children deal with their emotions.	Make a list of various emotions. Give examples of positive and negative ways of expressing these emotions. Discuss how ways of expressing emotions are learned.		Baker and Fane, Understanding and Guiding Young Children.

Developmental Stages of Children - Part IX - Section C

GOAL : The students will understand and describe the physical, intellectual, social and emotional growth and development of children from infancy through age five.

SUB-GOAL : The student will understand the sequence of emotional and social development of children from infancy through age five.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
There are sequences in emotional growth just as in all growth.	Identify constructive ways of helping children deal with their emotions.	Observe a younger sibling or a neighborhood child. Give evidence of emotional development, signs of emotional control. How does emotional development influence the child's overall development? Bring to class pictures of children expressing emotion. Suggest possible reasons for these responses. Have students role-play situations which are constructive ways of helping children at various ages deal with their emotions. Show film - "Children's Emotions." Compare responses of children and adults in the same situation. Why are there differences? Similarities? Divide into groups. Each group study a situation which elicits an emotional response from children at different maturity levels. Report to class for additional discussion. Show filmstrip(s) - "Development of Feelings in Children."		LeShan, What Makes Me Feel This Way? "Being an Effective Parent," American Personnel and Guidance Association Press (film). "I Feel: Loving," "I Feel: Angry," "I Feel: Scared," Parent's Magazine (films) McGraw-Hill. Brisbane, The Developing Child. Parent's Magazine.

Developmental Stages of Children - Part IX - Section C

G O A L : The students will understand and describe the physical, intellectual, social and emotional growth and development of children from infancy through age five.

S U B - G O A L : The student will understand the sequence of emotional and social development of children from infancy through age five.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Social development An infant's social overtures toward adults are responses to satisfy biological needs. During the first year, foundations are laid for the child's social relationships with other people.	Predict the foundations during infancy that are laid for a child's relationships with other people.	Discuss adult vs. baby needs for attention. Site examples indicating the beginning of social behavior in the infant, such as stopping crying when being talked to, etc. Observe the social behavior of babies of different ages using observation sheets on social behavior developed in class. Note the body language of the baby which relates to his/her social reactions. Display pictures of babies showing social and emotional responses and write captions identifying the response and what brought it about. Read text and/or reference books for information on the social development of the infant. Discuss the general social characteristics that occur in infancy and the changes that occur as the baby matures.		Westlake, Relationships. Ames, Child Care and Development. Hurlock, Child Growth and Development.
Personality patterns develop as an individual's environment widens.	Understand influences on a child's social development.	Define self-concept and its relation to the social development of the child. Read - "Your Child's Self-Esteem," and discuss ways in which a person's feelings about himself/herself is influenced by the parent's responses to the child's social behavior(s).		Briggs, Your Child's Self-Esteem.

Developmental Stages of Children - Part IX - Section C

GOAL : The students will understand and describe the physical, intellectual, social and emotional growth and development of children from infancy through age five.

SUB-GOAL : The student will understand the sequence of emotional and social development of children from infancy through age five.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		View film - "You're No Good." Discuss how the information relates to the formation of a postive or negative self-concept. Discuss how an individual's feelings about himself/herself influences his/her ability to form relationships with other people.		
A child has begun to be socialized when he/she responds by recognizable, consistent and predictable signs.	Identify factors and situations which promote social development of the child.	List evidences of affection and state ways affection toward young children may be shown. Role play situations which promote joy or affectionate responses. Discuss the following idea: "A child's personality may be warped if she/he is deprived of adequate affection." Observe social interactions of toddlers at playschool, playground, etc. Record responses and observe type of play - parallel or cooperative. Listen to speech and record how it is influenced by social interaction. Chart the social development of the young child.		Brisbane, The Developing Child. Parent's Magazine.
		View filmstrip(s) - "How and Average Child Behaves from Birth to Age Five." Use pictures of children and attach captions that depict social behavior. Discuss those elements in the child's environment that help or hinder social development.		

G O A L : The students will understand and describe the physical, intellectual, social and emotional growth and development of children from infancy through age five.

S U B - G O A L : The student will understand the sequence of emotional and social development of children from infancy through age five.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
A child has begun to be socialized when he/she responds by recognizable, consistent and predictable signs.	Identify factors and situations which promote social development of the child.	Discuss the following questions as they relate to social development of the child: 1) Why are opportunities to be with other children so important? 2) What is the role of motivation in social development? 3) How does a child learn acceptable social behavior(s)? 4) How important are early experiences? 5) When does socialization begin? Have students unscramble the following words to form terms indicating a person who has become sociable: SNAPAELT - Pleasant ÕOCTERIVEAP - Cooperative LÜCFERHE - Cheerful DERISNOCETA - Considerate LEIĒABLR - Reliable PEDLĀBNFDF- Dependable YINREÖLF - Friendly PIBSONLESRE - Responsible Read the underlined letters to find the word which describes the type of person who has these characteristics. (SOCIABLE)		Stone and Church, Childhood and Adolescence: A Psychology of the Growing Person. Fraiberg, The Magic Years. Dobson, Hide or Seek. Gottlieb, Children's Liberation. Brazelton, Toddlers and Parents A Declaration of Independence. Mogal, Character in the Making.

GUIDING CHILDREN'S BEHAVIOR

Guiding Children's Behavior - Part X

G O A L : The students will gain knowledge and skills in guiding children positively toward appropriate behavior.

S U B - G O A L : The student will understand the purpose of discipline in guiding children's behavior.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD FO EVALUATION	TEACHING/LEARNING AIDS
Good discipline is training in self-control not physical punishment.	Recognize the importance of good discipline in guiding children's behavior.	Define disicpline and give reasons as to why it is important. Discuss: "Why is discipline necessary?" "How does a parent teach discipline?" "This hurts me more than it hurts you." "Spare the rod, spoil the child." Show any of the following filmstrips: 1) When Children Disobey 2) When Children Do Worrisome Things 3) Discipline and Children		Westlake, Children, A Study in Indiyidual Bevavior. Dodson, How to Discipline, How to Parent and Dare to Discipline. Parent's Magazine Films.
	Identify the basic elements of discipline.	Discuss the following as they pertain to discipline: EDUCATION - teaching children what they should or should not do REWARD - praise, approval, gifts or special treats given to children after PUNISHMENT - should be only given for willful wrongdoing		
	Recognize the different elements of discipline and how they differ from one another.	Read background material on discipline and discuss the three common forms of discipline: authoritarian, permissive and democratic. Compare the elements of education reward and punishment for each of the three forms of discipline. Also compare advantages and disadvantages of each of the forms of discipline. Interview families using each of the three forms of discipline. Compare how the children react to discipline in these families.		Hurlock, Child Growth and Development. Baker and Fane, Understanding and Guiding Young Children. Broadribb, The Modern Parents' Guide to Baby and Child Care Corsini, The Practical Parent: The ABC's of Child Discipline. Grey, Discipline Without Tyranny: Child Training During the first Five Years. Welch, Discipline.

Guiding Children's Behavior - Part X

G O A L : The students will gain knowledge and skills in guiding children positively toward appropriate behavior.

S U B - G O A L : The student will understand the purpose of discipline in guiding children's behavior.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		Working in small groups, come up with an authoritarian, permissive and democratic response to each of the statements or actions below: 1) A child exclaiming, "I won't do it!" 2) A two year old takes a six year old's truck she/he is playing with and runs away. 3) A three year old writes on the wall with a crayon. 4) A baby continues to cry while you are at the supermarket. 5) A child refuses to finish his/her dinner. 6) A child doesn't want to interrupt her/his T.V. watching to help clear the dinner table.		
Rewards have an important role in discipline in motivating learning and making learning easier and more lasting.	Identify suitable rewards to be used in guiding children's behavior.	Brainstorm to compile a list of possible rewards to use in guiding children's behavior. Categorize these as forms of praise, as gifts or special treats (either food or other). Discuss which types of behaviors might best be directed through the use of such rewards. Interview parents to find out how they reward their children for good behavior. Evalute their rewards and list them in order from most to least favorable.		
Part of all good discipline is punishment for willful misbehavior. If there is never any punishment, children will not learn the full meaning of wrong behavior.	Differentiate between effective and ineffective means of punishment in guiding children's behavior.	Discuss the use of punishment as a means of disciplining. 1) Why is it so difficult to use punishment properly in disciplining? 2) What is the result of ineffective punishment on the child's feelings about his/her behavior and the person doing the punishing? 3) What is the difference between effective and ineffective punishment as far as influencing the child's		

Guiding Children's Behavior - Part X

G O A L : The students will gain knowledge and skills in guiding children positively toward appropriate behavior.

S U B - G O A L : The student will understand the purpose of discipline in guiding children's behavior.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Part of all good discipline is punishment for willful misbehavior. If there is never any punishment, children will not learn the full meaning of wrong behavior.	Differentiate between effective and ineffective means of punishment in guiding children's behavior.	motivation to try to learn to behave properly? Outline and discuss the characteristics of effective punishment: 1) given only for willful misbehavior 2) should focus on misbehavior not child 3) should be closely enough connected to the misbehavior that the child cannot fail to see the relationship 4) should come as close after the misbehavior as possible 5) more severe punishments should be saved for the more serious misbehaviors 6) should be FAIR Brainstorm to compile a list of acceptable and unacceptable forms of punishment. Discuss: When parents try to give reasons for their use of physical punishment, it is not unusual for them to tell the child, "This hurts me more than it hurts you." Does this make the child feel that he/she is being fairly treated and that he/she has no one to blame for the punishment but themselves? Why or why not? Have students recall a situation in their childhood when they were punished for doing something wrong. Discuss their feelings about the fairness or unfairness of the punishment and whether or not they would do the same with their own children. Debate whether or not parents should or have the right to use physical violence in punishing their children.		Hurlock, Child Growth and Development.

Guiding Children's Behavior - Part X

G O A L : The students will gain knowledge and skills in guiding children positively toward appropriate behavior.

S U B - G O A L : The student will understand the purpose of discipline in guiding children's behavior.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Parents' attitudes toward punishment are greatly affected by what they believe children should be like. Young children's attitudes toward discipline, once formed, are likely to stay with them and affect their whole moral development.	Understand why parents' and children's attitudes toward discipline are greatly different.	Discuss the problems a parent might have if she/he expects her/his child to be "good as gold" and no trouble to other people, especially adults. Discuss what is meant by the following statement:"The worst parental attitude toward discipline is uncertainty." Ask students to come up with a list of positive and negative attitudes parents might have about young children. Discuss how their attitudes affect the way they would discipline their child(ren). Investigate school rules and have students analyze them for positive ways of reinforcement of acceptable social behavior. What things influence the students' attitudes toward the rules? In small groups, role play family situations in which rules are made, followed, broken and the situation handled. How does this influence a child's attitude toward discipline? Discuss how each of the following attitudes can cause conflict between a child and his/her parent(s): 1) expecting the child to act as an adult 2) expecting the child to give you his/her respect without first earning it 3) denying that children have no feelings 4) believing that a child's affection can be bought		

THE NEEDS OF EXCEPTIONAL CHILDREN

The Needs of Exceptional Children - Part XI

G O A L : The students will become aware of the needs of exceptional children and the special parenting skills critical to meeting those needs.

S U B - G O A L : The student will realize that a child who is different from other children his/her age is not inferior and that people need to try to change this prevailing attitude and learn to accept all kinds of people.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
All children are different from one another. Some, however, are so different from their age-mates that they stand out. This makes the problem of growing up more difficult for them than for other children. They must deal with the problems that come from being different as well as with the problems that usually come with growing up.	Discuss what is meant by the term "different" when describing children. Become aware of the harm that can result when a child is unfairly "labeled."	Ask the students to describe the child who is different. In what ways is he/she different - physically, mentally, emotionally, etc.? Lead them into a discussion of the term "exceptional" when describing children who are "different". Compare the resulting attitudes when a child is described as an "exceptional" child or a "different" or "handicapped" child. What are the hazards in "labeling" children? Ask them to recall a time when they were ever "labeled". How did it make them feel? Also include a discussion of the "gifted and talented" child. Why is such a child considered to have special needs? Write the word "handicapped" at the top of a sheet of paper. Put down all the words (pictures and ideas) that come to mind in connection with the word. Allow about five minutes time. Have students compare their lists with classmates. What words or ideas came up most frequently? Ask students to recall the first time they heard a person being described as "handicapped". Who was the person? What was their impression of him/her? Was it a fair one? Discuss the following questions that pertain to an individual wearing braces: 1) When might this person be labeled "handicapped": by the braces themselves? by her/his feelings about wearing braces? by other people's feelings about them? 2) Would not wearing braces be more or less of a handicap for this person? Explain.		Hurlock, Child Growth and Development. Children With Special Needs, Exploring Childhood Series. Kirk, Exceptional Children. "Help for Troubled Children," Public Affiars Pamphlet, #454. "Living with Blindness"Public Affairs Pamphlet, #473. "The Mentally Retarded"Public Affairs Pamphlet, #349. "Blindness, Ability, Not Disability" Public Affairs Pamphlet, #295A. "Helping the Child Who Cannot Hear" Public Affairs Pamphlet # 479. Hannan, Parents and Mentally Handicapped Children. Lasker, He's My Brother. "I Just Smile and Keep on Walking" March of Dimes (film).

The Needs of Exceptional Children - Part XI

GOAL : The students will become aware of the needs of exceptional children and the special parenting skills critical to meeting those needs.

SUB-GOAL : The student will realize that a child who is different from other children his/her age is not inferior and that people need to try to change this prevailing attitude and learn to accept all kinds of people.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD for EVALUATION	TEACHING/LEARNING AIDS
All children are different from one another. Some, however, are so different from their age-mates that they stand out. This makes the problem of growing up more difficult for them than for other children. They must deal with the problems that come from being different as well as with the problems that usually come with growing up.	Distinguish between the use of the term "handicapped" and the term "special needs" in describing children who are different and the effects of using each.	3) Do the braces answer this person's special needs? Do they <u>create</u> any special needs? Explain. 4) Is a person who wears glasses "handicapped"? Can you think of other examples of situations in which people might be called "handicapped": a) by an actual disability? b) By her/his own or other's attitudes? c) by temporary circumstances? d) by limitations of the physical environment? e) by social prejudices? Discuss: What is the difference between having a <u>special need</u> and being handicapped? How does the term "handicapped" limit an individual's potential for growth in his/her own eyes and in the eyes of others?		
	Describe the various handicaps a child might have and how to deal with each.	Using reference materials, prepare written or oral reports on the various types of handicaps that individuals might have. Compare the special needs of each of these groups. Show any of the following films: <u>Cipher in the Snow</u>(learning disability) <u>Walk in a Different Pair of Shoes</u>(emotionally disturbed), <u>The Only Kid on the Block</u> and discuss students' reactions. Invite parents of exceptional children to class to discuss: how they found out their child had a special need, what was their reaction to finding out and how did they deal with this, what kinds of adjustments have they had to make, what special parenting skills are required for raising children with special needs, etc.?		Buckler, <u>Living With a Mentally Retarded Child</u>. "Cerebral Palsy" Public Affairs Pamphlet, #401. "Helping the Slow Learner"Public Affairs Pamphlet, #405. State Film Library. Regional Resource Center. March of Dimes. Council for Exceptional Children.

The Needs of Exceptional Children - Part XI

G O A L : The students will become aware of the needs of exceptional children and the special parenting skills critical to meeting those needs.

S U B - G O A L : The student will realize that a child who is different from other children his/her age is not inferior and that people need to try to change this prevailing attitude and learn to accept all kinds of people.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUTION	TEACHING/LEARNING AIDS
All children are different from one another. Some, however, are so different from their age-mates that they stand out. This makes the problem of growing up more difficult for them than for other children. They must deal with the problems that come from being different as well as with the problems that usually come with growing up.	Recognize ways of dealing with special needs youngsters and how to help these children adjust to the problems of their special need.	Discuss the concept of behavior modification and how this relates to the guidance of children with special needs Discuss examples of possible effects of the following parental attitudes upon the development of a "special needs" youngster: guilt, pitey, resentment, acceptance, apathy, over-protectiveness, etc. Discuss how prevailing attitudes in today's society help or hinder the parent trying to raise a child with special needs. Invite a counselor or psychologist to discuss the gifted and talented child, including problems, characteristics and available programs. Discuss special problems of parents in disciplining and guiding the child who has a special need. Prepare an overview of P.L. 94-142 and discuss how this law helps the parent meet the needs of his/her exceptional child.		
	Identify resources available to the exceptional child and her/his parents.	Compile a list of the available agencies in the local community which offer services for the exceptional child.		March of Dimes Health agencies School districts

APPENDICES

APPENDIX A

RESOURCES USED IN THE DEVELOPMENT OF THE CURRICULUM GUIDE

Child Care (draft)
Anchorage Career Center
Guide for Developing Vocational Curriculum
for Secondary Programs 9-12
Anchorage School District
Anchorage, Alaska

Consumer Education and Home Management
Guidelines for Home Economics in Alaska
Alaska Department of Education
Juneau, Alaska

Human Development and the Family
Guidelines for Home Economics in Alaska
Alaska Department of Education
Juneau, Alaska

Consumer Education for Post Secondary and
Adult Groups
Division of Vocational Education
Department of Home Economics Education
University of Georgia
Athens, Georgia

Children and Parenting
Vocational Consumer-Homemaking Education
State Department of Education
Boise, Idaho

Management of Personal and Family Resources
Vocational Consumer-Homemaking Education
State Department of Education
Boise, Idaho

Middle/Jr. High School
Parenthood Education Curriculum Guide
for Consumer and Homemaking Education
Home Economics Unit
Bureau of Vocational Education
Department of Occupational Education
Frankfort, Kentucky

Senior High Parenthood Education Curriculum
Guide for Consumer and Homemaking Education
Home Economics Unit
Bureau of Vocational Education
Department of Occupational Education
Frankfort, Kentucky

Personal, Family and Community Relationships
Consumer-Homemaking Curriculum Guide
State Department of Education
Boston, Massachusetts

Human Development Modules
State Department of Education
Albany, New York

Consumer Education Curriculum Guide for Teachers
of Grades 7-8
Portland Public Schools
Portland, Oregon

Personal Finance Education Guide
State Department of Education
Portland, Oregon

Profile of a Competent Consumer
Consumer Education K-12
Portland Public Schools
Portland, Oregon

Family Living
Home Economics Instructional Materials Center
Texas Tech University
Lubbock, Texas

Home Management and Consumer Education
Home Economics Instructional Materials Center
Texas Tech University
Lubbock, Texas

APPENDIX B

GUIDELINES

TO INSURE SEX FAIRNESS

IN

EDUCATION DIVISION COMMUNICATIONS AND PRODUCTS

Prepared by

Women and Words and Images, Inc.

for

THE NATIONAL ADVISORY COUNCIL,

ON

WOMEN'S EDUCATIONAL PROGRAMS

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INTRODUCTION

Sexism, or sex bias, is defined by the National Council of Teachers of English as "words or actions that arbitrarily assign roles or characteristics to people on the basis of sex. Originally used to refer to practices that discriminated against women, the term now includes any usage that unfairly delimits the aspirations or attributes of either sex."[1]

In communications, sex bias can be manifested in language patterns, in the exclusion or omission of females and their concerns, and in the sexist portrayal of roles and traits for both men and women. Sex fair communications, on the other hand, do not assign roles or characteristics on the basis of a person's being female or male. Sex fair communications have the potential of opening rather than limiting possibilities for men and women.

With this understanding, the importance of creating sex fair communications and eliminating the subtle tyranny of sex bias becomes more urgent. The Guidelines that follow will help you reject sexist content, internalize sex fair values and communicate without bias.

USING THE GUIDELINES AND CHECKLIST

Before beginning the actual creation of a communication, study these Guidelines. They are intended as a learning tool to assist you in preparing sex fair communications and becoming proficient at creating such materials automatically. Become familiar with the Guidelines. Refer to them while your work is in progress.

When you have finished, use the Checklist to insure that you have covered all the categories and that your communication is sex fair. Columns have been provided to check off each category once you have decided that the material has followed the letter and the spirit of the Guidelines. Space is provided at the head of the columns for the date and the title of your product.

LANGUAGE

The language we use influences our perception of reality and reflects the structure of our society. One means of changing and improving the perceptions we have of ourselves and of others is to expunge biased terminology from all communications.

1. GENERIC HE/GENERIC SHE

GUIDELINE — Use language that encompasses both sexes:

1. Use he and she, her and his
2. Use nongender referents you, student and person
3. Use plurals they, students, and people.
4. Use articles rather than personal pronouns a, an, the.
5. Use passive voice for verbs. (This should be used sparingly.)
6. Omit pronouns.

SEX BIASED — "This set consists of the three variables that pertain to the expectations and aspirations that a student and his parents have for his schooling..."[2]

SEX FAIR — This set consists of the three variables that pertain to the expectations and aspirations that students and their parents have for schooling...

SEX BIASED — "The person who cannot read places himself in a lesser orbit of the stream of life. He will go to great lengths to hide the inability to read."[3]

SEX FAIR — The person who cannot read is placed in a lesser orbit of the stream of life. He or she will go to great lengths to hide the inability to read.

SEX BIASED — An illustration of a male teacher is accompanied by the following caption: "Teacher can encourage the children to express themselves in words by talking about her own

feelings and experiences."[4]

SEX FAIR — The above quotation is sex biased because of the use of generic she for teacher. This is an opportunity to use he or she.

RATIONALE — To use the generic he with certain referents (e.g. worker) and the generic she for others (e.g. teacher) is exclusionary. It perpetuates sex stereotyping and thus encourages biased attitudes.

2. UNIVERSAL "MAN"

GUIDELINE — Use a universal or neutral term instead of man.

SEX BIASED — "Cooking of food was discovered accidentally by cavemen."[5]

SEX FAIR — Cooking of food was discovered accidentally by cave dwellers.

SEX BIASED — "A Manual for Budgeting and Accounting for Manpower Resources in Postsecondary Education."

SEX FAIR — A Manual for Budgeting and Accounting for Human Resources in Post Secondary Education.

RATIONALE — In the English language the word man has come to have two meanings: "adult male" and "human being". The effect of this usage is to exclude or overlook women.

3. "MAN" FIRST

GUIDELINE — Interchange the use of men and women, he and she with women and men, she and he. Do not maintain the female first only when the reference is to a stereotypical female occupation.

SEX BIASED — When communications refer to both sexes, the terms he or she, men and women, boys and girls are commonly used.

RATIONALE — Varied use of female and male primary references offers a more egalitarian approach to communications.

4. INCONSISTENCY

GUIDELINE — To avoid inconsistency, be rigourous in your attention to language. A disclaimer that he means he or she should not be made.

SEX BIASED — "Any initial frustration is more than offset by his progress as he or she becomes more self-assured..."[7]

SEX FAIR — Any initial frustration is more than offset by the child's progress as he or she becomes more self-assured...

or

Any initial frustration is more than offset by their progress as they become more self-assured...

RATIONALE — The terminology of a communication, whether oral or written, may begin with equal treatment of the sexes, then slip into sexist phraseology or predictable stereotypes.

5. DEROGATORY AND DEMEANING USAGE

GUIDELINE — Do not use derogatory and demeaning references, they are unacceptable.

SEX BIASED — After giving some examples of how some vocational educational materials treat the subject of women, a speaker stated, "Getting back to a more serious vein..." and went on to talk about the problems, challenges, and opportunities now facing vocational education looming on the horizon."[8]

SEX FAIR — The remark implying that sex equality is not a serious concern should have been eliminated. Including sex discrimination as a problem, challenge and opportunity in vocational education would insure that this communication is sex fair.

RATIONALE — Characterizing females as silly, vain and flighty is erroneous and belittling. These traits can apply to many people at different times and should not be stereotypically assigned to females.

OMISSIONS

Omitting discussion of women's activities and achievements from communications shortchanges everyone. Females constitute over half the population, and information about their contributions and expertise should be given so that people of both sexes can benefit. Inclusion of women in every aspect of education promotes sex equality.

1. EQUAL REPRESENTATION

GUIDELINE — Represent girls and women in equal numbers to boys and men in all situations, including subject matter, illustrations, quotation, bibliographic sources, participants, data analyses, speakers, voices on audio-visual materials, and dissemination strategies.

SEX BIASED — A speech contained the following quotes: "Will Rogers once said..." "And Edmund Burke tells us..." "Thomas Henry Huxley once said..." "...Elbert Hubbard."[9]

SEX FAIR — It is important to use quotations from women as well.

RATIONALE — Women and girls represent over half the population. Their contributions, activities and achievements must be made visible. Token representation is not sufficient to dismiss this obligation.

2. LOST OPPORTUNITY

GUIDELINE — Whatever the concern of the communication - whether program information, ethnicity, or any other topic - create the opportunity to deal with sex bias and issues relating to the changing roles of females and males.

SEX BIASED — A resource book describing 155 exemplary educational programs developed by local school districts with the aid of Federal funds totally ignores the issues of sex bias and sex stereotyping.[10]

SEX FAIR — The compilation of exemplary programs should have included programs which deal with the issue of sex bias if, indeed, some of the programs did deal with this issue. A description of the relevant activities should have been included.

RATIONALE — The subjects of sex bias and the changing roles of males and females are usually ignored. Confronting these issues would improve and complete the communication as well as promote sex fairness.

3. DISREGARD OF PROBLEM IDENTIFIED

GUIDELINE — Whenever situations or differences between the sexes are acknowledged, treat the identified problem thoroughly. In addition, the subjects of women and racial/ethnic minorities should be treated separately.

SEX BIASED — A report of educational progress states, "...males and females at age 9 show scholastic understanding that is fairly equal. By age 13, however, females have begun a decline in achievement which continues downward through age 17 and into adulthood."[11] Although the report recommends thirty areas for further research, the area of declining female achievement is not included.

SEX FAIR — Because the decline in the test scores of females was identified as a problem, a recommendation should have been made to investigate the causes.

SEX BIASED — The following statement was made about educational equity research and development programs: "Equality of educational opportunity is denied many students because of their language or ethnic background, sex, or economic status." The report then describes support for projects such as "improving teacher practices and curricular materials for culturally and linguistically different students, and determining how educational programs for high school students can be made sensitive to cultural - linguistic differences in style of learning and expressions."[12]

SEX FAIR — Since denial of equal educational opportunity because of sex is recognized as a problem, the report should discuss activities and funding required to alleviate it.

RATIONALE — The issue of equal educational opportunity for females is often identified but rarely treated in detail. Frequently, after an initial reference to the issue, it is glossed

over and ignored entirely. Furthermore, although some aspects of the problems facing women are also relevant to minorities, they are distinct problems with their own solutions. Even if they are mentioned together, they should be dealt with separately.

ROLES AND TRAITS

Stereotypical roles and traits are often assigned on the basis of sex. This restriction is stultifying to both females and males. It is necessary to provide particular encouragement and support to those who depart from traditional sex roles. Making varied role models more visible will also assist in achieving sex fairness.

1. FAMILY/PARENTING

GUIDELINE — When portraying family and parenting roles in any context, assign examples of males and females to every aspect of each role. Include examples which have been considered nontraditional, so that both sexes are shown with a wide range of options.

SEX BIASED — "For example, mother or an older sister who works might spend the night at the Demitri home with a younger babysitter."13

SEX FAIR — "Mother or father," "older sister or brother" could easily be substituted to make this communication sex fair. The stereotypical assumption that females are the only ones available to baby-sit is invalid.

RATIONALE — It is often assumed that women are solely responsible for the care of the home and children and that men are the "breadwinners." These stereotypes are confining and inequitable. Nontraditional role models illustrate and encourage a wider range of options.

2. OCCUPATIONAL ROLES AND CAREER PREPARATION

GUIDELINE — Depict a wide variety of occupations for both sexes, paying particular attention to nontraditional representations. In materials referring to students and career preparation,

represent all careers as appropriate to either sex.

SEX BIASED "Girls begin to consider the retailing possibilities for the items they make in sewing classes. Boys begin to understand that a good deal of mathematics is required to sell cars or houses."[14]

SEX FAIR Boys and Girls begin to consider the retailing possibilities for the items they make in sewing classes. They also begin to understand that a good deal of mathematics is required to sell cars or houses.

RATIONALE Men and women today work in an ever-widening variety of jobs. To ignore this reality perpetuates the myth that certain occupations are suited to only one sex. Girls and boys both must be prepared to work in their adult lives, and both need options, guidance and encouragement to choose fields of work and study that best suit their interests, qualifications and ability.

3. HISTORIAL/BIOGRAPHICAL

GUIDELINE Acknowledge the presence, activities and accomplishments of women in history by including them in all historical references. The goal is an equal citation of males and females in historical/biographical references.

SEX BIASED The activities and accomplishments of seven men were depicted in a magazine over the course of a year. There were no comparable stories about women.[15]

SEX FAIR Search out historical/biographical information about the activities and achievement of females. Make every effort to include women in all communications.

RATIONALE History had been distorted by the almost total exclusion of half the people. Information on women's roles in history is available today. Using it will result in a more comprehensive and sex fair presentation.

4. EMOTIONAL AND CHARACTER TRAITS

GUIDELINE Assign a variety and balance of emotional and character traits to both sexes. Negative and positive traits should be presented as appropriate for the situation rather than the sex.

SEX BIASED "He also believes that if he tries to get ahead he will not encounter obstacles, and that with a good education he will have no difficulty getting a job. He would not sacrifice everything to get ahead, and would not want to change himself."[16]

SEX FAIR The inclusion of females in this description of character traits and aspirations would promote a sex fair communication.

RATIONALE Human beings are capable of a wide range of desirable and undesirable emotional and character traits. Stereotypical thinking leads to differential labeling of traits for each sex, e.g., "aggressive" for males, "pushy" for females. Certain traits have been considered acceptable for one sex and unacceptable for the other.

5. PHYSICAL ATTRIBUTES AND PERSONAL APPEARANCE

GUIDELINE Describe the physical attributes and personal appearance of males and females without judgements about what is "proper".

SEX BIASED "The impression projected to the community by the medical assistant should be that of a poised professional person. 1) Her make-up should convey an impression of natural good looks. Make-up should be used with taste and discretion."[17]

SEX FAIR The impression projected to the community by the medical assistant should be that of a capable professional person. 1) He or she should present a neat appearance.

RATIONALE Society assigns certain physical characteristics as proper to each sex, and people who do not fit accepted patterns are stigmatized by this stereotyping. Females are frequently described in terms of their physical appearance, while males are described in terms of their accomplishments or character.

GRAPHICS/AUDIO-VISUAL

Graphics often give the first impression of the material, setting the stage for the accompanying text. Thus, they may have a powerful influence. Graphics offer an opportunity to illustrate role reversal and and the break out of the stereotypical portrayal.

1. NUMERICAL IMBALANCE

GUIDELINE — Make sure that the number of illustrations in a publication or an audio-visual presentation are balanced between the sexes.

RATIONALE — The graphics of a written or audio-visual communication will be relevant and fair only if they include both sexes.

2. STEREOTYPED PORTRAYAL

GUIDELINE — Depict a variety of roles, traits and activities for each sex. Show role reversal and non-traditional representations.

RATIONALE — People of both sexes exhibit a wide range of roles, traits and activities. The graphics will be more relevant if this range is indicated. Exclusive use of traditional stereotypes is unrealistic and discriminatory. It reduces the acceptability of the communications.

3. DEROGATORY PORTRAYAL

GUIDELINE — Avoid cartoons and illustrations which are demeaning.

RATIONALE — It is unacceptable to demean racial/ethnic minorities, and it is equally unacceptable to demean females. It is unnecessary to insult anyone to make a profit.

4. SEX SEGREGATION

GUIDELINE — Represent both sexes in illustrations. Wherever possible, assure that portrayals of groups include both females and males.

RATIONALE Segregation of groups by sex limits relationships, perpetuates differences, promotes isolation and creates distorted views of what is permissible.

NOTE: The Guidelines in all of the other sections, "Language," "Omissions," and "Roles & Traits" are also relevant to the creation of sex fair graphics. It is important that you utilize those section as well as this "Graphics/Audio-Visual" section in preparing your communications.

FOOTNOTES

1. Aleen P. Nilsen et al., Sexism and Language (Urbana, Ill.: National Council of Teachers of English, 1977), p. 182.

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3. US Office of Education, Right to Read Program, Literacy -- A Must for All (brochure).

4. Lois B. Murphy and Ethel Leeper, Language is for Communication, Department of Health, Education and Welfare; Office of Human Development; Office of Child Development (Washington: U.S. Government Printing Office, 1976), p. 13

5. Alfred Clayton & John Almony, Menu Cycles (New Brunswick, N.J.: Rutgers, The State University, Curriculum Labs, June 1975).

6. O. Jean Brandes, Projects Products and Services of the National Center for Education Statistics, 1976 (Washington: U.S. Department of Health, Education and Welfare, NCES, 1976), p. 86.

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9. T.H. Bell, "The Functional Characteristics of An Educated Person." Speech delivered January 12, 1975.

10. Far West Laboratory for Educational Research and Development, Educational Programs That Work, USOE Contract #300-75-0402, 1976.

11. Declining Test Scores, A Conference Report, Department of Health, Educationa and Welfare, National Institute of Education, 1976, pp. 20-21 and Recommendations, pp. 31-37.

12. Databook: The Status of Education Research and Development in The United States, Department of Health, Education and Welfare, National Institute of Education, Dissemination, and Resources Group, R & D System Support Division. Report based on work under Contract NIE-C-74-0098, 1975, p. 24.

13. Exploring Careers in Child Care, Grant from Ohio Department of Education, Division of Vocational Education (Bloomington, Ill.: McKnight Publishing Company, 1974).

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15. American Education, Department of Health, Education and Welfare, U.S. Office of Education 1975.

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17. Mildren Jaeger, Medical Assistant Curriculum, N.J. Curriculum Laboratory (New Brunswick, N.J.: Rutgers - The State University, 1976).